Top Jobs and Pay Found Eluding Women in Fund Raising and PR

Continued From Preceding Page
tions. But women themselves need to make greater efforts in improving their professional status, they said.

Said Rita Bornstein, president of Rollins College: "There may be something left of a glass ceiling within the non-profit sector."

Women have "a great future" in institutional development, she added, but they need to be "very competent, assertive, and well-informed about appropriate rewards for the work they are doing."

Since 1981, Ms. Bornstein has advanced from director of corporate and foundation relations at the University of Miami to vice-president of development. In August, she became president of Rollins.

A Barrier to Equity

The 1990 survey of 1,210 CASE members is the third study of the organization's membership, which is composed of professionals in fund raising and public and alumni relations. Ketchum Inc., a public-relations company based in Pittsburgh, provided partial financing for the study, which is conducted every four years.

The survey showed that the wage gap between men and women in the field was a major barrier to equity.

On average, a woman in institutional advancement earned $5,136 less than a man at the same institution, even if they held the same title, were of the same age and race, and had the same work experience and educational background, the survey found.

That gap was 14.2 per cent of the average salary for female respondents—which was $36,169. The wage gap was up slightly from the 12-per-cent difference reported in the 1986 survey, but smaller than the 20 per cent in 1982.

'Ice Water in My Face'

Kathryn R. Costello, vice-president for institutional advancement at the University of Maryland at College Park, said she had learned about salary inequities earlier in her career at another institution, which she declined to name. An interviewer for the U.S. Labor Department, who was conducting a routine audit of the college, asked how she felt about making $25,000 less than a younger man at the same institution who held the same position but had less education and less work experience. Until then, she had been unaware of the disparity.

"It really was like someone threw ice water in my face," she said.

Ms. Costello and several of her colleagues at other institutions agreed that women must become more aggressive negotiators and demand the same salaries as men.

"It's up to us to keep fairness as part of what we're looking for for ourselves," said Ms. Costello.

Not all women have encountered salary inequality. Joan Patota, vice-president for institutional advancement at Springfield College (Mass.), said she didn't think her sex had ever caused her to receive a lower salary at any time in her 19-year career in public relations, alumni relations, and development. In her position now, Ms. Patota has found that she "can't hire women for less" than she could hire a man, and would never try to do so.

The survey revealed that the women in fund-raising and public- and alumni-relations jobs are less optimistic than men about career advancement. According to the survey, 20.5 per cent of the women rated their prospects for advancement as "outstanding" or "above average," compared with 29.4 per cent of the men.

Several women in the field said that to advance, women must be willing to move to another institution, develop networks among their colleagues, and continue their education through additional degrees or training in workshops, seminars, and conferences.

"You have to move on to move up, except for rare instances," said Janice McKenzie-Crayton, vice-president for development at Spelman College.

Copies of the 1990 CASE-Ketchum Survey of Institutional Advancement are available for $7.50 prepaid from CASE Publications Order Department, 80 South Early Street, Alexandria, Va. 22304. ■

Billion-Dollar 'Typo' Found in Data on Corporations' Philanthropy

Continued From Preceding Page
corporate-contributions data, which had skewed the council's new estimates.

Mr. Morgan found that because of what appears to have been a data-entry error, the I.R.S. had misstated the 1987 contributions figure at $6.2-billion. The corrected figure for 1987 is actually $4.98-billion, said Priscilla Lewis, vice-president for publications and public information at the council.

As a result, the council has now adjusted its estimates of corporate gifts to education.

The new figures, representing corporate contributions to education from 1986 to 1989, reflect a continued but less dramatic growth in corporate philanthropy.

"These corrected and adjusted increases for 1986 and 1987, while not as startling as we first thought, still demonstrate significant growth in corporate contributions past the midpoint of the decade," said Arnold R. Shore, the council's president, in a prepared statement.

The mistake surfaced in a table contained in a 480-page document, the I.R.S.'s *Corporation Source Book of Statistics of Income, 1987*, an annual publication available through the Government Printing Office at a cost of $175.

Henry B. Holmes, a spokesman for the I.R.S., said that within the next few weeks the agency would issue a sheet of corrected figures that will be mailed to people who bought the book and be included in copies not yet sold. Mr. Holmes called the mistake a "freak situation" that had escaped the I.R.S.'s own review and proofreading process.

"There's nothing to suggest that there are other errors," he said. "Nothing like this has ever happened before."

Mr. Shore added in his statement that, despite the error, the council would continue to rely on I.R.S. data for its annual corporate-contributions tallies.

"Errors are inevitable in a 480-page document that consists almost entirely of lists of numbers," he said. ■

Study Finds Colleges Spend About 16 Cents to Raise a Dollar

Continued From Preceding Page
of College and University Business Officers. It was financed with a grant from the Lilly Endowment. The results of the study are published in the September issue of *Currents*, CASE's magazine.

The study found that each fund-raising staff member accounted for between $500,000 and $1.1-million in average gift revenue. Even when the calculations included members of support staffs, the amounts generated by the average college development program exceeded the salaries paid to development personnel by 10 times or more. The figures in the study cover the period 1986 to 1988.

On average, institutions in the study spent just over 2 per cent of their educational and general budgets on raising money, about 1 per cent on programs for public relations, and slightly less for alumni relations. Gifts raised for current operations contributed about 10 per cent of colleges' educational and general budgets.

While the average cost of raising a dollar was 16 cents, the range was great among the colleges in the study. The median cost of raising funds was 11 cents, and the middle 50 per cent of colleges studied spent between 8 and 16 cents.

According to the National Charities Information Bureau, which monitors non-profit organizations that solicit the public, a standard benchmark is that fund-raising costs should not exceed 30 per cent of an organization's budget.

Although the subject of fund-raising expenses has been of great interest to colleges, little agreement has existed on what should be included in determining the costs of raising money—and there may never be such agreement, the report notes.

But Mr. Heemann said he hoped the study would provide a set of consistent guidelines and standards for colleges and universities to use in comparing their costs.

'Maximize the Net'

How much a college and its chief executives spend on fund raising is of more than academic interest; it can be a matter of great controversy. The president of the University of South Carolina, James B. Holderman, recently resigned amid a storm of criticism over his expenses, including the amount he spent on travel and gifts while he was raising money (*The Chronicle*, June 6).

The CASE report cautioned against what it called "simplistic reading" of the study results. While the study confirmed conventional wisdom that fund-raising costs at colleges run about 15 cents for each dollar raised, that does not mean that a good fund-raising program is, by definition, one that costs less to operate, the report said. The goal of a college should not be to spend as little as possible to raise money, but to "maximize the net," it said.

"A program that annually produces $2-million at a cost of $160,000, or 8 per cent, may look good and is indeed efficient, but one that produces $3-million at a cost of $300,000, or 10 per cent, is presumably of more help to the institution—it is bringing in $860,000 more," the report notes.

Added Mr. Heemann: "It's important not to believe that the best fund-raising program is the cheapest." Each college should compare itself only with peer institutions, of similar type, size, and circumstance, he said.

Developing a standardized set of guidelines for determining the costs of raising money proved difficult. For example, obvious fund-raising costs include stationery and brochures to solicit an annual gift, but what about the expenses of preparing and publishing alumni-magazine articles that describe the plans and future financial requirements of the institution? And how much of the president's salary and benefits and those of the president's assistants should be included in fund-raising costs?

The committee conducting the study decided to include all direct fund-raising costs, including staff and programs, but no portion of presidents' or deans' salaries or overhead costs, such as space or utilities.

"It's not every bit of fund-raising cost, but if you count the same things, at least you could look at what other institutions are paying for each item," Mr. Heemann said.

Copies of the report of the study will be available in mid-September for $10 from CASE Publications Order Department, 80 South Early Street, Alexandria, Va. 22304. ■

Private Grants and Gifts

ANNENBERG FOUNDATION
150 Radnor-Chester Road
St. David's, Pa. 19087

Facilities. For campus-walkway improvements: $100,000 to Ursinus College.

BOOTH FERRIS FOUNDATION
30 Broad Street, New York 10004

Facilities. For a University Center: $100,000 to Webster U.

EDNA McCONNELL CLARK FOUNDATION
250 Park Avenue, New York 10017

Families. For programs to aid families in crisis: $60,000 to U. of Massachusetts at Amherst.
—For a program of support for resettled families: $80,000 to New York U.
Homeless. For the Program for Homeless Families: $343,000 to City U. of New York.
Justice. For seminars for judges from Alabama: $290,000 to Yale U.
—For the program, Treatment Alternatives to Street Crime: $90,000 to U. of Alabama at Birmingham.

PETER C. CORNELL TRUST
1600 Main Place Tower
Buffalo, N.Y. 14202

Medicine. For an Immunology Research Center: $500,000 to State U. of New York at Buffalo.

DUKE ENDOWMENT
200 South Tryon Street
Charlotte, N.C. 28202

Facilities. To relocate the General Pediatrics Clinic to a more accessible building: $140,000 to Duke U. Medical Center.

EBERLY FAMILY CHARITABLE TRUST
P.O. Box 2023, Uniontown, Pa. 15401

Science. For a professorship in biological sciences: $1-million to Carnegie Mellon U.

FRED L. EMERSON FOUNDATION
63 Genesee Street
P.O. Box 276, Auburn, N.Y. 13021

Support. For the capital campaign: $300,000 to Hartwick College.
—For support of programs: $300,000 to Keuka College.

HITACHI FOUNDATION
1509 22nd Street, N.W.
Washington 20037

International education. For a global-education project in partnership with Dade County Public Schools: $55,000 to Florida International U.
Minorities. For the Model Partnership Education Program for disadvantaged black children in the Gainesville area: $110,000 to U. of Florida.

HOUSTON ENDOWMENT
P.O. Box 52338, Houston 77052

Medicine. For a professorship in burns surgery and a research endowment in the medical humanities: $2.5-million to U. of Texas Medical Branch at Galveston.

JOHN D. AND CATHERINE T. MacARTHUR FOUNDATION
140 South Dearborn Street
Chicago 60603

International studies. For the peace-studies program and for the Center for Women and Peace: $100,000 to Mundelein College.

KATE B. REYNOLDS HEALTH CARE TRUST
Eight West Third Street
Winston-Salem, N.C. 27101

Health. For the Community-Based Health Advocacy Program: $74,748 to North Carolina State U.

SARKEYS FOUNDATION
116 South Peters
Norman, Okla. 73069

Facilities. For the Energy Center: $3.3-million to U. of Oklahoma.

SELF FOUNDATION
P.O. Drawer 1017
Greenwood, S.C. 29648

Student aid. For scholarships: $51,500 to Converse College.

ALFRED P. SLOAN FOUNDATION
630 Fifth Avenue, New York 10111-0242

Research. For research on mutation and expert systems in science: $100,000 to Rockefeller U.
Support. For programs of curricular and faculty development: $50,000 each to Bennett College, Dillard U., Morris Brown College, and Paine College.

W. W. SMITH CHARITABLE TRUST
101 Bryn Mawr Avenue, Bryn Mawr, Pa. 19010

Student aid. For scholarships: $86,000 to La Salle U.

SPENCER FOUNDATION
1900 North Michigan Avenue
Chicago 60611

Anthropology. For a study of oral folk texts and literacy among Mexican immigrants in Chicago: $96,700 to U. of Illinois at Chicago (project director: Marcia Farr).
Education. For a study on comprehensive schools in Great Britain: $145,000 to Duke U. (project directors: Alan C. Kerckhoff and Ken Fogelman).
—For a study, "School and Community in American Society: a Comparative Perspective": $249,900 to U. of Illinois at Urbana-Champaign (project director: Alan J. Peshkin).
—For a study of the interplay of organizational standardization and social differentiation in shaping high-school teachers' practice: $59,400 to U. of Wisconsin at Madison (project director: Mary Haywood Metz).
Higher education. For an international study on access to higher education: $288,000 to U. of Oxford (project director: A. H. Halsey)..
Psychology. For an international study of the socialization of cognition and values: $348,225 to Clark U. (Mass.) (project director: James V. Wertsch).
—For a study, "The Generative Adult: How and Why Men and Women Work, Teach, and Contribute to Promote the Next Generation": $175,800 to Northwestern U. (project director: Dan P. McAdams).

Note Book

Students For America is kicking off a drive this fall to recruit "a brand new generation of conservative students," says George Uribe, the group's national chairman.

The six-year-old organization, which says it has 10,000 members, hopes to attract 10,000 more by stepped-up recruiting on campuses in 17 states. The states are home to the campuses with the largest numbers of students.

Mr. Uribe says the group hopes to attract students by galvanizing support for conservative issues, rather than for individual political candidates.

Students For America will also encourage students to examine how student fees are used at their universities, Mr. Uribe says, and will "evaluate how much is going to left-wing causes and how much is going to right-wing causes."

■

Instead of meatloaf surprise, students at Indiana University's Bloomington campus can get a taste of Mom's cooking in the university's dining halls.

Last year the dining service's staff sent letters home to parents, asking them to send in their favorite recipes. That was the easy part—about 100 parents supplied them. More difficult was converting the recipes to feed 12,000.

The university uses the recipes on special "Home Cookin' " nights. The evenings feature gingham tablecloths and place mats. Next to the special dishes, staff members place snapshots of students that parents sent with their recipes.

Some of the recipes—like George's Pudding Delight, a dessert with pudding, nuts, and whipped cream in a graham-cracker crust—may find their way onto the university's standard food-service menu. "We were trying to change the image of the cafeteria from institutional and stodgy to a more homey atmosphere," says Kevin M. Richey, a production supervisor at the food service.

■

Thick clouds of smoke filled the halls of Northern Illinois University dormitories last month, but they had been manufactured as part of a training program for resident advisers.

The university put 147 R.A.'s in dorm rooms and turned on generators that pumped out non-toxic smoke. "We wanted to simulate what goes on on a dorm floor in a real fire, when you can't see anything in front of you," says Robert L. Vest, director of environmental health and safety at the university. The R.A.'s had to crawl to exits on their hands and knees.

The drill was part of general training on the hazards of fire. Mr. Vest says R.A.'s are frequently called on to put out small fires in trash bins and mattress fires caused by smoldering cigarettes.

Students

Average Score on Verbal Section of '89-90 SAT Drops to Lowest Level Since 1980; Math Score Unchanged

Officials blame decline on students' lack of reading

By SUSAN DODGE

The average score on the verbal section of the Scholastic Aptitude Test declined in academic 1989-1990 for the fourth year in a row, while the average score on the mathematics portion of the test was unchanged.

Students from some minority groups showed slight increases in test scores, while those from other minority groups showed small declines.

The average verbal score dropped from 427 to 424—the lowest since 1980—while the average mathematics score remained for the fourth straight year at 476.

Students can score a maximum of 800 points on each section of the two-part S.A.T. A total of 1,025,523 high-school seniors took the test in academic 1989-90, a 6-per-cent decline from the previous year. About 40 per cent of this year's high-school graduating class took the test.

Average SAT Scores by Sex and Racial and Ethnic Group

	Verbal section			Mathematical section		
	1989	1990	1-year change	1989	1990	1-year change
Men	434	429	− 5	500	499	− 1
Women	421	419	− 2	454	455	+ 1
American Indian	384	388	+ 4	428	437	+ 9
Asian	409	410	+ 1	525	528	+ 3
Black	351	352	+ 1	386	385	− 1
Mexican-American	381	380	− 1	430	429	− 1
Puerto Rican	360	359	− 1	406	405	− 1
Other Hispanic	389	383	− 6	436	434	− 2
White	446	442	− 4	491	491	0
Other	414	410	− 4	467	467	0
All	427	424	− 3	476	476	0

Note: Each section of the Scholastic Aptitude Test is scored on a scale from 200 to 800.

SOURCE: THE COLLEGE BOARD

'A Listening and Viewing Society'

Average scores on the American College Test Program's A.C.T. Assessment, the other undergraduate admissions exam, are to be announced next week.

High-school and college officials blamed the dip in verbal scores on students' reading too little. The drop is "one of the givens of living in a listening and viewing kind of society," said Frank Burtnett, executive director of the National Association of College Admission Counselors. "You don't see many people with *The Red Badge of Courage* plugged into their Walkman."

Donald M. Stewart, president of the College Board, which sponsors the S.A.T., said: "Reading is in danger of becoming a lost art among too many American students, and that would be a national tragedy. Students must pay less attention to video games and music videos and begin to read more," Mr. Stewart said.

Mr. Stewart said the drop in verbal

Continued on Following Page

Students Should Be Coached for Admissions Tests: True or False?

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Katie Mayfield: "My grades are O.K., but I needed something special to put on my application to college. I want to have everything going for me."

By ROBIN WILSON

NEW YORK

Katie Mayfield, a high-school senior from Ames, Iowa, says she came here this summer to polish her acting and modeling skills. But she also spent several hours each week pondering parallelograms and word analogies in a course she hopes will boost her scores on the Scholastic Aptitude Test.

Ms. Mayfield says she believes high scores will help her get into an acting program at a top-notch university.

"I really need to get into a good school," says Ms. Mayfield, who attended an eight-week S.A.T.-preparation course offered by the Stanley H. Kaplan Educational Center. "My grades are O.K., but I thought I needed something special to put on my application to college. I want to have everything going for me."

Ms. Mayfield scored 1050 when she took the Scholastic Aptitude Test last year, and she plans to take it again. Students can score a maximum of 1600 points: 800 on the mathematics section and 800 on the verbal section.

Some Pay As Much as $645

Each year, tens of thousands of students like Ms. Mayfield take expensive courses to cram for the S.A.T. Some students pay as much as $645 for courses offered by Kaplan and Princeton Review, the country's biggest test-coaching companies. Others pay a few hundred dollars for courses offered by smaller coaching companies, and

Continued on Following Page

Kuwaiti Students on U.S. Campuses Face Money Squeeze, Uncertain Future

By ROBIN WILSON

WASHINGTON

Thousands of students from Kuwait who are attending college in the United States do not have enough money for tuition this fall. They are doubling and tripling up in apartments, selling off cars and furniture, and taking full-time jobs to pay their bills.

The students include some described by college officials as having been among the richest on their campuses. Now the students are short of money because the Iraqi forces that invaded Kuwait seized the country's banks and other assets. President Bush ordered a freeze on Kuwaiti-government funds in the United States to prevent them from being taken by Iraq.

The Kuwaiti Embassy here has promised to pay the fall-semester tuition bills of about 1,500 Kuwaiti students in the United States. It is unclear whether the embassy will be able to pay the bills after that, and it has cut the amount it provides for the students' living expenses. It is also refusing to pay the college bills of about 2,500 students who are not Kuwaiti citizens but whose families live in Kuwait.

Some Kuwaiti students who had intended to return home after completing graduate degrees in the United States this summer have now decided to stay in America and look for jobs. Other students who went home to Kuwait for the summer will probably not be able to return to America.

The students who are in the United States spend much of their time watching television for news reports from home, and

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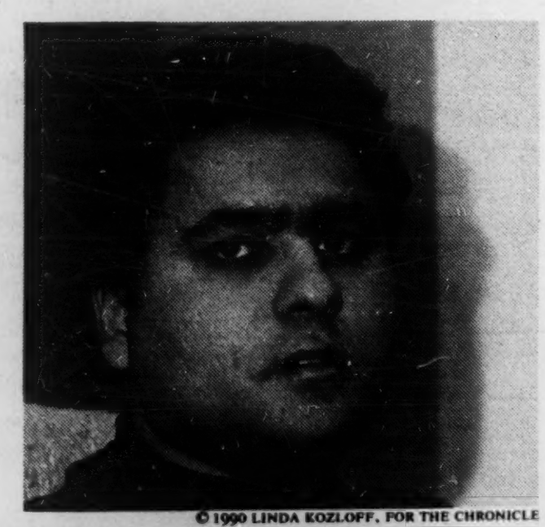


© 1990 LINDA KOZLOFF, FOR THE CHRONICLE

Usama Jitan: "Every day there is something new going on, and everybody's worried. Where are we going to stay? What are we going to do?"

Stanley H. Kaplan: Aiding Test Takers for Over 50 Years

NEW YORK

Stanley H. Kaplan, the 72-year-old founder of the country's oldest test-coaching company, rarely steps into the classroom to teach anymore. But when he does, he captivates high-school students with trick math questions and his theories about the value of test coaching.

And he almost always asks the students what they think his middle initial stands for. Before anyone has a chance to answer, he shouts: "Higher scores!"

Unlike his competitors at Princeton Review, Mr. Kaplan agrees with the exam's makers that the Scholastic Aptitude Test "measures critical thinking." He says college officials use S.A.T. scores as indicators of students' abilities "because some schools give out grades like trophies."

10% Get Scholarships

In many cases, Mr. Kaplan says, S.A.T. scores tell more accurately than high-school grades how well students will do in college. "If you have valedictorians, and they bombed on the S.A.T., it's probably because all they did in school was study till 3 in the morning—memorize the information. And they really didn't know what they were saying," he says.

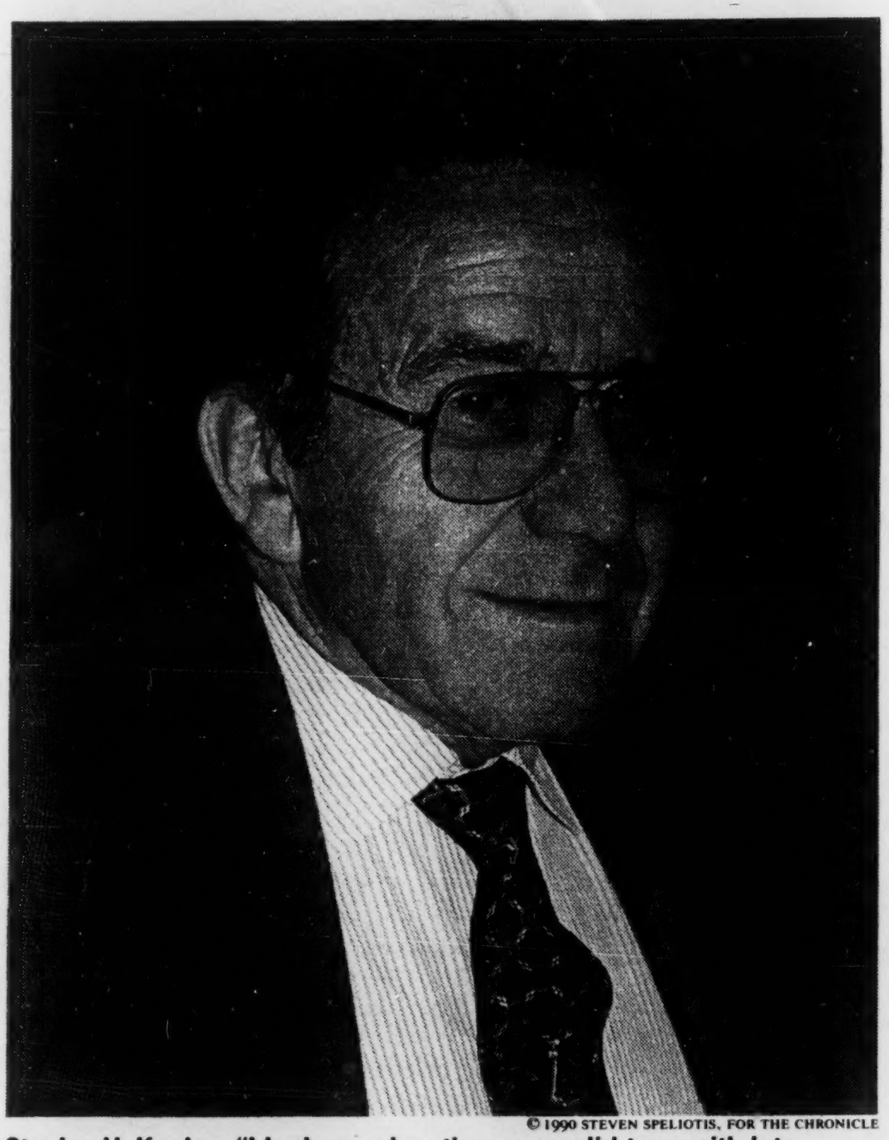
Everyone should have the benefit of professional preparation for the S.A.T., Mr. Kaplan says, and he offers scholarships to about 10 per cent of the 120,000 students who take his courses each year. In addition to the S.A.T., the Stanley H. Kaplan Educational Center offers preparation for a variety of other undergraduate and graduate admissions exams.

"Knowing how to pass tests is a pervasive need, and there is nothing that you can't get experience and confidence in to boost your performance."

Employees at the Kaplan Center's headquarters here rattle off their S.A.T. scores as easily as workers elsewhere might remember their Social Security numbers. In some cases, the employees' scores helped determine whether they were hired.

Rhodes, Fulbright Scholars

The research-and-development office of the company, which designs questions used in the S.A.T. courses, employs a cadre of Rhodes and Fulbright Scholars and others with impressive educational credentials. "It takes four or five years for a person to be able to write a question that we can use" in one of the Kaplan courses, says Fred G. Danzig, vice-president of research and product development. "We have one person who's done nothing for 15 years but study the S.A.T. reading-comprehension section." The office has also hired a psychometrician, who studies why students don't score well on standardized exams.



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Stanley H. Kaplan: "I look on education as a solid tree, with lots of branches, and one of those should be test preparation."

Mr. Kaplan opened his coaching company 52 years ago, tutoring students on a variety of subjects out of a studio apartment attached to his parent's home in Brooklyn. He started tutoring students for the S.A.T. in 1946, 20 years after the exam was instituted. Although he loved teaching students, Mr. Kaplan says, "I didn't want to go into the school system because I didn't want to be part of a bureaucracy."

A 'Family Business'

Over the years, Mr. Kaplan's wife and children, as well as his sister and a niece, have worked for the company. Mr. Kaplan, who says he still can't believe he's made millions from tutoring, sold the oversized "family business" to the Washington Post Company in 1985.

Mr. Kaplan delights in telling visitors stories of students whose scores soared after they visited one of his 740 permanent and temporary test-coaching centers across the country. He waves letters from people who took his coaching courses years ago and have written to tell him that they have successful careers.

"I look on education as a solid tree, with lots of branches, and one of those should be test preparation," he says. "A lot of people think that test preparation is skewing the curve, that putting the emphasis on test preparation means you lose out on a lot of other things. But knowing how to pass tests is a pervasive need, and there is nothing that you can't get experience and confidence in to boost your performance."

—ROBIN WILSON

Not Everybody Agrees on the Merits of Coaching to Improve SAT Scores

Continued From Preceding Page
some pay private tutors or attend free courses at their high schools.

'Focus Is Ill Placed'

Coaching companies typically tell students they can expect to see their scores rise by between 150 and 200 points. Many high-school counselors and college admissions officers, however, say studies show that coaching does little to improve students' scores. The counselors are concerned about the booming interest in S.A.T. preparation, and they worry that coaching companies inflate anxiety among students by exaggerating the importance of the S.A.T.

"The focus on trying to beef up the test scores is simply ill placed," says William H. Turner, director of admissions and scholarships at Michigan State University. "The far greater emphasis at colleges is placed on the elements of a student's school record itself."

People who run test-coaching companies, however, argue that students are smart to be concerned about the S.A.T., and they say that coaching helps alleviate students' anxiety over the exam. Regardless of what college admissions officers claim, say the coachers, standardized test scores can mean the difference between admission to a mediocre institution and enrollment at a more selective one.

Interest Continues to Grow

"You have an educational system that has sent out the word that these scores are important, so kids are doing whatever it takes to get the good score," says Adam Robinson, who has tutored students on the S.A.T. and worked with Princeton Review. "It is hypocrisy when colleges say the S.A.T. has been overemphasized and one of the first things kids see when they look at a college's brochure is the average test scores of its students."

Several surveys show that about 25 per cent of students take some type of test preparation course for the S.A.T., and high-school counselors across the country report that interest in test coaching continues to grow. At some schools in affluent areas, students who don't take expensive test-coaching courses are in the minority.

Many students cannot afford to pay for coaching courses, and some critics of standardized tests say coaching may be one reason why students from poorer families often have lower scores than students from wealthier families. The critics also worry that low-income students who could benefit from test coaching may not be admitted to a selective college because of low scores. Both Princeton Review and Kaplan offer scholarships for low-income students.

About 30,000 students each year sign up for courses offered in 45 cities by Princeton Review, and close to that number take classes at one of Kaplan's 740 permanent and temporary testing centers around the country.

"You have an educational system that has sent out the word that scores are important, so kids are doing whatever it takes to get the good score."

Kaplan also tutors students for the American College Testing Program's A.C.T. assessment, the other undergraduate admissions exam. But far more students sign up for courses on the S.A.T. because it is the undergraduate exam used most by highly selective colleges and universities.

Kaplan and Princeton Review also offer courses on the Law School Admissions Test, the Graduate Management Admissions Test, and other graduate exams.

The courses offered by Princeton Review typically run for six weeks, while Kaplan's courses range from 6 to 11 weeks. The classes involve three-to four-hour sessions once a week, as well as workshops and even personal tutoring by coaches.

Test-Taking Tips

The teachers, most of whom are young people who scored well on the S.A.T. themselves, go over mathematical problems and vocabulary words with students. They also give test-taking tips to acquaint students with the format of the exam. Students at Kaplan use cassette tapes to drill themselves in areas where they need extra help, and those at Princeton Review can take home computer software for extra help.

The biggest dispute between coaching companies and school and college counselors centers on the extent to which coaching improves test scores. Those on both sides of the debate typically measure the gains by looking at how much a student's score improves between the first and second times the student takes the test. Many students take coaching courses before taking the test a second time.

Average Score on Verbal SAT Drops for 4th Year in a Row

Continued From Preceding Page
scores could be a signal that "the verbal skills of many American students are weak enough to seriously hamper their future opportunities, in school and college and the world of work."

Educators interviewed by *The Chronicle* did not seem as concerned about the mathematics score as they were about the verbal score, even though the mathematics score has remained unchanged for four years. Before the average score reached 476 in 1987, it had been on the rise since 1981.

Women's Math Scores Improve

This year women's mathematics scores rose one point to 455, the highest score for women in 16 years. High-school and college officials have been encouraging girls and young women to pursue careers in math and science.

Students from minority groups have shown steady improvement in scores over the last decade. But this year only some minority-group students posted increases.

American Indian students gained four points on the verbal section and nine points on the math portion over their 1989 scores, while black students had a one-point gain on the verbal section and a one-point decline in math.

Mexican American and Puerto Rican students dropped one point each on the verbal and math sections, and other Hispanic students showed an average decline of six points on the verbal portion and two points in math.

Critics have said the S.A.T.'s questions are geared toward white males, leaving women and minority-group students at a disadvantage. College Board officials counter that their research has shown students' scores increasing as their family income rises, and that many students from minority groups are from poor families.

Review of Possible Changes

The College Board is scheduled to review a proposal for changes in the test late this month. It is considering expanding the multiple-choice test to include a writing sample, additional reading-comprehension questions, and math questions in which students must figure out answers on their own rather than picking answers presented in a multiple-choice format.

College Board researchers predict that an increasing number of non-traditional students and immigrants will take the S.A.T., and board officials have said that a writing sample could better determine their abilities than could multiple-choice questions. ■

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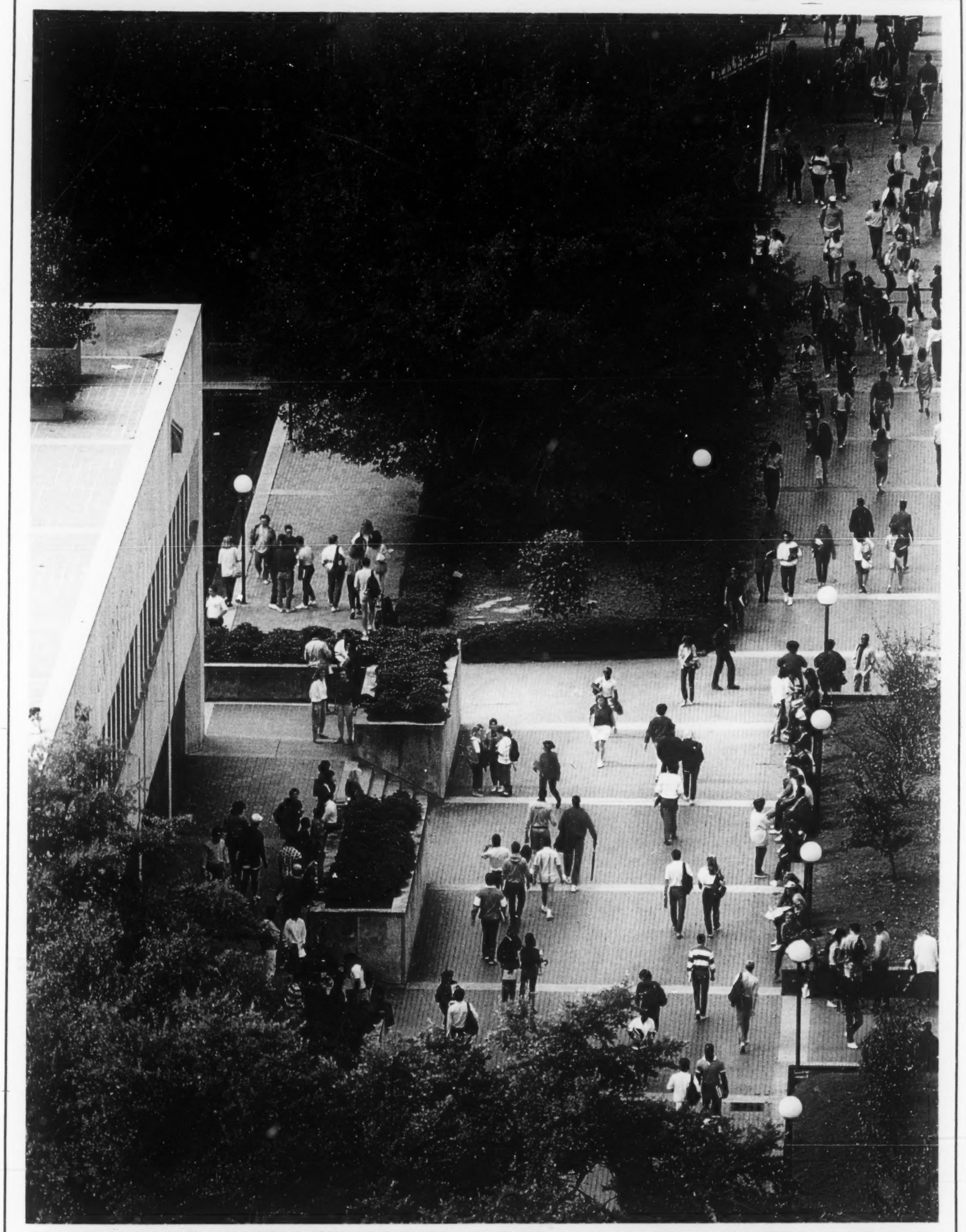

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